DOCUMENT RESUME

ED 186 084 JC 800 287

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TITLE Women's Needs Assessment.
INSTITUTION Santa Ana Coll., Calif.
PUB DATE Apr 80
NOTE 66p.; One interview guide will not reproduce clearly because of small print size.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS American Indians; Asian Americans; Black Students; *Community Attitudes; *Community Colleges; Community Surveys; Comparative Analysis; Educational Attitudes; Educational Background; Educational Needs; *Females; Hispanic Americans; *Individual Characteristics; Marital Status; Needs Assessment; Participant Satisfaction; Public Relations; Questionnaires; Scheduling; School Community Relationship; School Surveys; *Student Attitudes; Student Attrition; *Student Characteristics; Student Educational Objectives; Student Personnel Services; Student Problems; Two Year Colleges; Two Year College Students; White Students; Womens Education; Womens Studies

ABSTRACT

Utilizing the responses of 385 women to a district-wide community needs assessment conducted in March 1980, as well as information gathered from personal interviews with 400 women students, Santa Ana College (SAC) conducted a project to increase the awareness among women of SAC's programs and services and to determine: (1) women's degree of familiarity with SAC, (2) their degree of satisfaction with the college and its services, (3) their educational needs and desires with regard to scheduling and specific courses and programs, and (4) the problems related to class withdrawal. Survey data, augmented by information from student records and the results of a statewide longitudinal study, indicated that women students were more likely to be under 30 years of age, non-white, and have a lower annual income than community women. While 95% of the community members had heard of SAC, and 77% felt that the college was doing a good job, 71.1% had never taken a class at SAC. SAC students were familiar with most of the college's student services, and 83% also rated SAC as "good." All services, except financial aid, were evaluated favorably by most of those who had used them. With regard to scheduling preferences, community residents favored morning or evening classes in three-hour time blocks. Respondents in both groups, as well as their male counterparts, cited employment conflicts as the greatest obstacle to college attendance. (JP)

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INSTITUTIONAL RESEARCH

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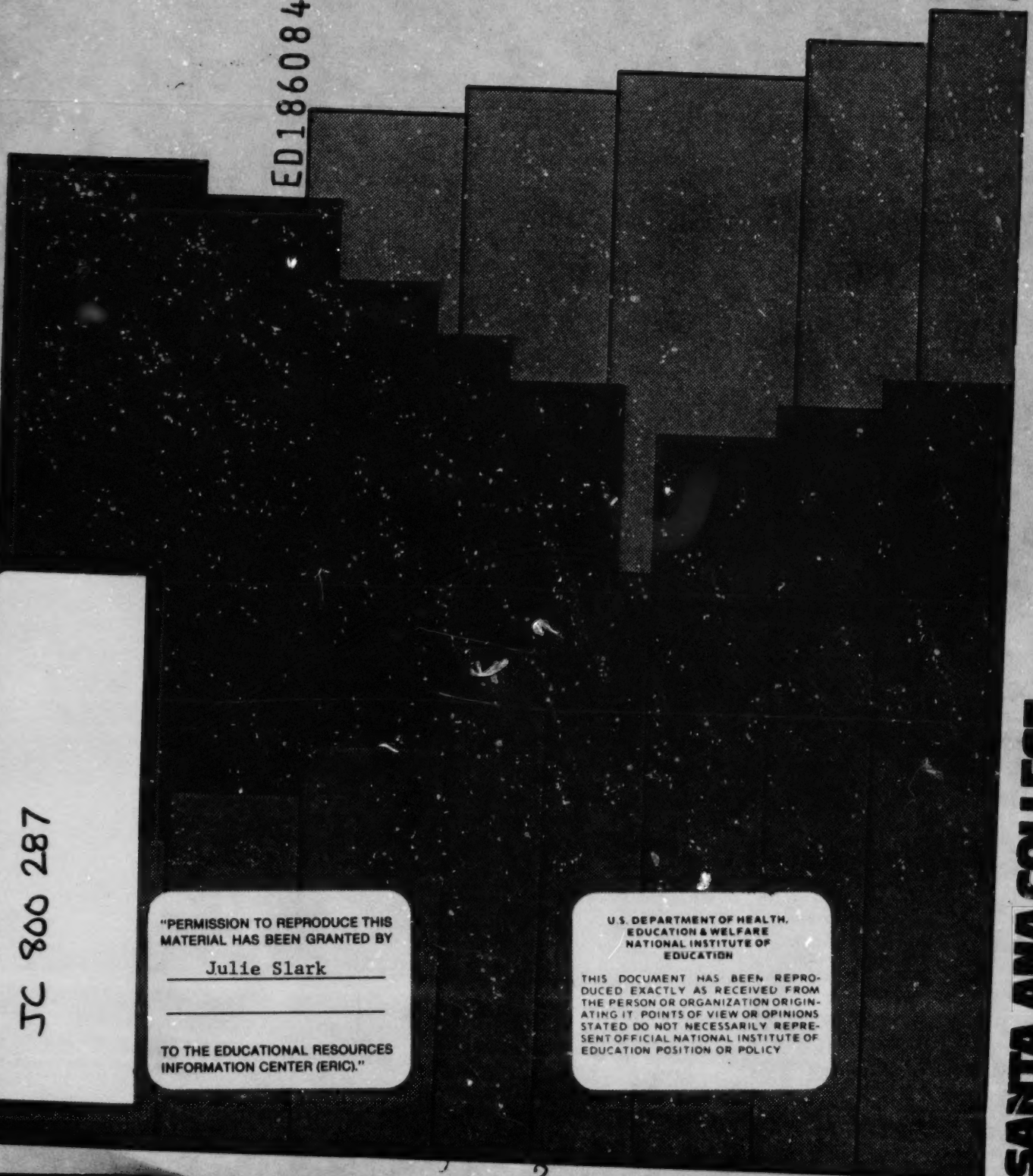

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SANTA ANA COLLEGE
Rancho Santiago Community College District

Santa Ana College

Women's Needs Assessment

by

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April 1980

for

Women's Program and Service Committee
Donna Farmer, Chairman

Women's Needs Assessment Subcommittee
Lynne Stedman, Chairman

ABSTRACT

The Women's Program and Service Committee of Santa Ana College requested the assistance of the Institutional Research Office to conduct a study to assess the educational needs of women residing in the RSCCD. The objectives of the study were to assess women's degree of familiarity with SAC's programs and services, women's degree of satisfaction with SAC, women's educational needs, desires, interests, and problems, and to heighten women's awareness of SAC's programs and services. The study utilized 385 women's responses from a current district wide Community Needs Assessment Survey, surveyed 400 attending women students, and extracted a variety of data from other sources. Demographically, women residing in the community and women attending SAC differ significantly on the variables of age, ethnicity, and annual income. Almost all, 95%, of community women responded that they knew of SAC, and 65% recalled receiving a class schedule in the mail. The majority of attending students were familiar with individual SAC services. Both groups rated the school highly. Community women who were familiar with SAC rated the school as doing a very good job in serving the needs of the community 77% of the time; a larger percentage, 83%, of attending women gave SAC a "good" rating. Community women and attending women expressed somewhat different needs in regard to convenient times to attend school. Community respondents favored morning and evening classes equally, but morning classes were the favorite of most attending respondents, by 62.5%. Also, community women preferred classes in three hour time blocks more frequently than did attending women. Like all students, women frequently encountered problems combining college with necessary employment.

Table of Contents

	Page
Introduction	1
Method	1
Demographic Description of Community and Attending Women	2
Findings by Objective	10
To determine women's degree of familiarity with SAC's programs and services.	10
To determine women's degree of satisfaction with SAC.	13
To determine women's educational needs, desires, interests, and problems.	16
Summary and Implications	25
Appendices	26
Interview Guides	27
Comments to Attending Female Student Questionnaire	35

List of Tables

Table		Page
1.	Demographic Description of Community and Attending Women	3
2.	Demographic Profiles of SAC Female Students 1977-1979 Fall Semesters	7
3.	Reasons for Attending College by Attending Women	9
4.	Familiarity With SAC by Community Women	11
5.	Familiarity With SAC Services and Programs by Attending Women	12
6.	Satisfaction with SAC by Community and Attending Women by Age and Ethnicity	14
7.	Ratings of College Services by Attending Women Who Have Used Those Services	15
8.	Educational Needs and Interests of Community and Attending Women	17
9.	Educational Interests and Needs of Community and Attending Women by Demographic Variables	18
10.	Interest in Classes for Women, Child Care Services, and Types of Seminars by Attending Women	20
11.	Problems Associated With College Attendance Identified by Community and Attending Women	21
12.	Reasons Given For Withdrawal From Classes by Women	24

INTRODUCTION

The Women's Program and Service Committee of Santa Ana College requested the assistance of the Institutional Research Office in January 1980 to conduct a study to assess the educational needs of women residing in the Rancho Santiago Community College District. Specifically, the committee identified four objectives:

1. To determine women's degree of familiarity with SAC's programs and services.
2. To determine women's degree of satisfaction with SAC.
3. To determine women's educational needs, desires, interests, and problems.
4. To heighten women's awareness of SAC's programs and services; that is, for good public relations.

METHOD

Three sources of information for the assessment were selected. As a Community Needs Assessment Survey for the RSCCD was completed and published in March 1980, responses from women (n=385) interviewed over the telephone for that survey satisfied the data requirements for all four objectives for community women.

For women who were attending SAC at the time, personal interviews were administered to random samples of two hundred evening students and two hundred day students. (Total female population of SAC for Fall 1979 was 8166. Of those, 33.6% were enrolled in day classes, 49.1% in evening classes, and 17.2% in both day and evening classes.) ,Six interviewers completed the data collection phase of this component of the study in two weeks, February 25 through March 7, 1980. The interview guides for both surveys are included in the appendix of this report.

Statistical data was also extracted from school records.

Finally, data from findings of the grant funded Statewide Longitudinal Study was used to provide attrition information for women, a component of the third objective of the study.

Thus, this report pertains to community women as well as attending women students. Findings for the two groups are compared, where possible and appropriate. The report is formatted in accordance with the four objectives listed above, preceeded by a demographic profile of community and attending women. Throughout, frequency distributions of responses, often by demographic characteristics, are presented in tabular format. Some of the most interesting data collected is located in the comments offered to interviewers by respondents and listed in the appendix.

DEMOGRAPHIC DESCRIPTION OF COMMUNITY AND ATTENDING WOMEN

Sample Validity

Table 1 provides a statistical profile of the female district resident sample and the attending women sample on age, ethnicity, income, last school grade completed, and length of time out of school. In addition, for attending women, marital status, number of children, and employment status are included.

It was concluded for the Community Needs Assessment Survey, after comparing selected variables with available census data, that its sample was representative of the entire adult district population. Therefore, the data presented for the community women in Table 1 is similarly representative.

For the attending women sample, the age distribution is somewhat younger than that of the Fall 1979 female student population; whereas 64% of the Fall 1979 female student population was under 30 years of age, 74% of the attending women's sample fell into this category. On ethnicity, the attending women's sample contains a slightly higher percentage of non-whites than does the entire population, 37%

Table 1

Demographic Description of Community and Attending Women Samples

Variable	Community Women	Attending Women
	n=385	n=400
Age		
18 and under	8.8%	13.0%
19		12.5
20-21	19.2	20.5
22-25		15.3
26-30		12.8
31-40	25.2	12.3
41-50	18.7	8.3
51-65	25.9	5.0
Over 65		0.5
Ethnicity		
White	80.5	63.0
Mexican-American	12.7	17.0
Black	1.3	5.3
Japanese or Chinese	1.0	1.3
American Indian	0.3	0.8
Southeast Asian	1.9	3.8
Other	3.1	8.8
Annual Income		
Under $5000	7.3	24.0
$5000-$10,000	9.4	15.3
$10,000's	17.9	20.3
$20,000's	21.6	13.3
$30,000's	12.2	7.0
Over $40,000	8.8	7.5
Decline to state or don't know	22.6	12.8
Last Grade Completed		
Less than high school graduate	21.6	7.0
High school graduate	25.1	70.0
Some college	32.7	-
B.A.	8.1	6.3
Advanced degree	6.2	4.8
Other	2.9	11.8
How Long Out of School		
Less than one year	14.0	63.0
1 - 3 years	9.8	17.3
4 - 9 years	17.7	7.8
Ten or more years	56.9	11.0

Table 1
cont'd

Demographic Description of Community and Attending Women Samples

Variable	Community Women	Attending Women
Marital Status		
Single		61.8%
Married		24.0
Divorced		10.0
Widowed		2.0
Separated		2.3
Number of Children		
0		65.3
1		13.8
2		9.8
3		4.5
4		6.8
Employment Status		
Full time employed		33.5
Part time employed		37.0
Housewife only		4.3
Unemployed		24.3

non-white in the sample versus 27% non-white in the entire female student population. These differences are not large, and the larger percentages of minority students is welcomed as a means to provide cell sizes large enough from which to derive conclusions by ethnicity.

Demographic Characteristics of Samples

Data regarding complete annual income, length of time out of school, and marital and employment status for women has not been systematically collected in the past. Thus, it is difficult to determine precisely the representativeness of the attending women's sample on these variables.

Age. It can be seen that the sample women who attend SAC represent a younger population than the population of females in the district. While 25.9% of community women interviewed were over 50 years of age, only 5.5% of the attending women sample were within this age group. The modal age range of the attending women sample and population is 20-30 years, and the majority of community adult women were over 30 years of age.

Ethnicity. Already discussed is the fact that 63% of the attending women sample is white, and 73% of the actual female student population is white. However, 80.5% of female adult district residents are white. Thus, SAC has a higher percentage of minority women attending than represented in the female district population. The largest minority is Mexican-American, 12.7% for the community women sample and 17.0% for the attending women sample. Blacks, Southeast Asians, and "Others" are also well represented in the attending women sample.

Income. Annual income for sample students is less than that of community women. The income of the community women sample forms a normal distribution, and the modal income range is in the $20,000's. However, the modal income range of the attending women sample is below $5000 a year, and its distribution is varied and inconsistent.

Last Grade Completed in School. Surprisingly, 21.6% of the community women sample had less than a complete high school education. Most however, 32.7%, had

attended some college. For the attending women sample, only 7% had less than a high school education, and 11.1% had a B.A. or advanced degree.

Length of Time Out of School. Keeping in mind the large age differences of the two groups of women, it is not surprising to see that the majority, 56.9%, of the community women sample had not attended school for ten or more years. This same percentage for attending women is 11.0%, which represents a sizeable number of students. However, most attending students, 63.0%, had been enrolled in a school within the last year.

Marital Status and Number of Children of Attending Women. The largest percentage of attending women, 61.8%, are single, and 24.0% are married. Only 14.3% are divorced, separated or widowed. Likewise, 65.3% have no dependent children living at home. However, 21.2% had more than one child, and 13.8% had one child.

Employment Status and Occupations of Attending Women. Roughly a third of the sample are employed part time, a third full time, and a third are housewives or unemployed. Attending women who were employed were asked to name their occupation, and those responses are listed in the comments sections of the appendix. The largest number are employed in clerical-secretarial-office positions, and the remainder are spread across many unskilled, semi-skilled, and skilled occupations.

Demographic Trends of Female Students

Table 2 shows the age, full time/part time student status, and educational objectives of all female SAC students for Fall 1977, Fall 1978, and Fall 1979. Also shown is the percentage of females in the entire student population for those same time periods. Very little change in these variables is apparent. For age, the largest number of female students have remained in the 20-30 age range. In Fall 1978 there was a temporary decrease in female students under 20, and the percentage of women in their 30's is slightly increasing over the years, but most fluctuations are minor.

Table 2

Demographic Profiles of SAC Female Students
1977 - 1979 Fall Semesters

Variable	Fall 1977	Fall 1978	Fall 1979
	%	%	%
Age			
17 and under	1.6	0.3	1.8
18	9.4	1.3	7.2
19	9.7	8.4	8.8
20-21	14.7	17.5	13.4
22-25	18.6	20.5	17.5
26-30	14.9	16.3	15.7
31-40	16.4	18.4	19.1
41-50	9.5	10.9	10.5
51-65	4.9	5.9	5.5
Over 65	0.3	0.6	0.5
Full time/Part time			
16+ units	5.2	7.4	6.2
12-15 units	15.7	14.6	12.1
8-11 units	13.9	14.7	11.2
Under 8 units	65.1	63.4	70.5
Educational Objectives			
Vocational Certificate	8.8	9.0	7.3
A.A. degree	31.4	28.7	23.1
Transfer courses	12.8	11.9	9.6
Employment courses	22.6	23.5	11.9
Other	17.5	26.9	28.1
Percent of females in total student population	47.9	48.3	49.0
	n=7311	n=7462	n=8211

The percentage of students carrying less than eight units incrased five percentage points from 1977 to 1979, but otherwise unit load remains stable.

The percentage of women attending for an A.A. degree or to transfer to a four year college has tapered off, and more cite "other" reasons for attending. "Other" reasons usually include personal interest.

The percentages of females in the entire student population is not dramatically changed, remaining between 47.9% and 49.0%.

Reasons for Attending

Respondents in the attending women survey were asked their reasons for attending college (Table 3), and the largest percentage, 31.8% responded that they were preparing to transfer to a four year school. Another 30.4% were obtaining vocational training or job skills. The 12.5% "other" reasons include mostly students attending for an A.A. degree and a few attending for sports participation and to please their parents.

These responses differ from those presented in Table 2 and discussed above. Data for educational objectives for all female students, used in Table 2, is extracted from student applications. It is possible that some students changed their objectives since they first applied, from "other", such as personal interest or undecided, to goal directed education, after attending school for some time.

Table 3

Reasons For Attending College
by Attending Women

Reason	% Frequency
To transfer to a four year school	31.8
To obtain vocational training or to improve job skills	30.4
Skill development for home or hobby	1.8
For personal exploration	8.1
For personal enjoyment and interest	11.5
To meet people	1.8
To occupy time/nothing to do	2.0
Don't know	0.2
Other	12.5
	n=400

FINDINGS

Objective: *To determine women's degree of familiarity with SAC's programs and services.*

Community women surveyed were asked if they had heard of Santa Ana College, how they know about SAC, if they had ever taken a class at SAC in the past, if they recalled receiving a SAC class schedule in the mail, and if they knew that SAC was a tuition free institution. The results are presented in Table 4. Almost all, 95.3%, had heard of SAC. Thirty percent had been enrolled at SAC at some time in the past, and 65% received the class schedule. (More women than men had seen a schedule perhaps because they were more often home to screen mail.) And, 70.4% knew that no tuition is charged at SAC.

Attending women were asked how often they used each service on a list of college services, shown in Table 5. Of those services listed, academic counseling was most frequently used. Female students were least familiar with New Horizons; 35.3% were not aware of the services provided by New Horizons. Half did not know that SAC offers an A.A. degree in Women's Studies, and 36.5% were unaware of Guidance classes especially for women.

Table 4

Familiarity With SAC by Community Women

Question	Response
	n=385
Have you heard of Santa Ana College?	
Yes	95.3%
No	4.7
How do you know about Santa Ana College?	
Familiar with/live in area	43.3
Self or family member attended	34.0
Friend who attended	7.7
From media	2.1
From mailings	10.6
Other	2.3
Have you or anyone in your household ever taken a class at Santa Ana College?	
Yes, respondent	29.9
Yes, household member	15.9
No	54.2
Did you receive a class schedule from SAC in the mail this summer?	
Yes	64.9
No	35.1
Did you know that Santa Ana College is tuition free?	
Yes	70.4
No	28.3

Table 5

Familiarity With SAC Services and Programs
by Attending Women

Question	Response				
			n=400		
How often have you used each of the following SAC services?	0 times	1-2 times	3-4 times	4+ times	Not aware of
Academic counseling	39.3%	29.8%	6.8%	13.5%	10.3%
Personal counseling	61.8	6.0	2.0	5.3	25.0
New Horizons	50.8	7.8	1.8	4.5	35.3
New Student Orientation	58.8	19.6	-	-	21.8
Career Planning Center	61.3	12.0	3.0	6.5	17.0
Student Placement Office	59.3	11.3	3.5	4.3	21.8
Financial Aid Office	63.8	14.0	3.3	8.3	10.8
Student Health Center	63.0	13.8	2.8	9.3	11.0
Are you aware that SAC offers a series of courses leading to an A.A. degree in Women's Studies?					
Yes			48.5%		
No			51.3		
Are you aware that SAC offers classes in Guidance especially for women?					
Yes			62.5%		
No			36.5		

Objective: *To determine women's degree of satisfaction with Santa Ana College.*

Both community women and attending women were asked to rate the overall performance of SAC as good, fair, or poor. The results, by age and ethnicity, are shown in Table 6. Of the community women who had enough knowledge about SAC to give the school a rating, 77.6% rated the school as good, and 21.7% rated it as fair. Less than one percent rated SAC as poor. More attending women, 83.3%, rated the school as good. By age, for community women respondents, there was little consistent difference in ratings. For attending women, however, women under 20 less often gave a good rating; older attending women gave higher ratings, particularly those in their 40's and 50's.

Mexican-American community women rated the college higher than other ethnic groups did, and white attending women provided higher ratings than did ethnic minority groups. Written comments regarding this question are listed in the comments section of the appendix and are generally favorable.

Additionally, attending women were asked to rate a list of college services which they have used as good, fair, or poor. The Career Placement Center, New Horizons, and personal counseling received the the largest percentages of good ratings; however, all but Financial Aid were rated as "good" by the majority of respondents. The Financial Aid Office and Student Placement Office elicited the highest percentages of dissatisfaction. The comments section in the appendix provides more descriptive feedback regarding these ratings.

Table 6

Satisfaction with Santa Ana College by Community and Attending Women
by Age and Ethnicity

Community Women

Rating	Total	Age						Ethnicity				
		< 20	20's	30's	40's	50's	> 60	White	Mex-Am	Black	Japan/Ch	Other
Good	77.6	75.9	73.1	79.4	74.1	83.9	81.0	76.9	87.5	0	100.0	75.0
Fair	21.7	24.1	25.0	20.6	25.9	16.1	16.7	22.2	12.5	100.0	0	25.0
Poor	0.7	0	1.9	0	0	0	2.4	0.9	0	0	0	0

Attending Women

Rating	Total	Age						Ethnicity						
		< 20	20's	30's	40's	51-65	> 65	White	Mex-Am	Black	Japan/Ch	Amer Ind	SE Asian	Other
Good	83.3	76.5	82.7	93.9	90.9	84.2	100.0	88.8	80.9	52.4	80.0	66.7	84.6	71.4
Fair	15.2	21.6	16.8	6.1	6.1	5.3	0	9.6	19.1	38.1	20.0	33.3	25.4	28.6
Poor	1.0	2.0	0.5	0	0	5.3	0	0.8	0	9.5	0	0	0	0

Table 7

Ratings of College Services by Attending Women
Who Have Used Those Services

Service	Ratings (%)			
	Good	Fair	Poor	n
Academic counseling	66.0	24.1	9.9	203
Personal counseling	77.4	18.9	3.8	53
New Horizons	78.6	16.1	5.4	56
Registration	74.6	17.4	8.0	374
Admissions Office	75.6	20.9	3.5	311
Career Placement Center	86.1	11.6	2.3	86
Student Placement Office	58.9	23.3	17.8	73
Financial Aid Office	43.0	36.0	21.0	100
Student Health Center	73.5	19.6	6.9	102

Objective: *To determine women's educational needs, desires, interests, and problems.*

Times of Classes

Table 8 provides convenient times of day, days of the week, and class session length for community and attending women. Community respondents favored morning and evening classes equally, but morning classes were the favorite of most attending respondents, by 62.5%. There is a smaller but numerically significant audience for afternoon classes, by 20% of attending women and 15% of community women. Table 9 presents these same responses by age for both groups and by marital status, number of children, and employment status for the attending group. It shows that attending women under 20 years of age prefer morning classes most often, and women in their 30's prefer evening classes the most. Similar, but less marked trends are evident for community women. Marital status and number of children have little bearing on this response variable for attending women, but unemployed persons and housewives more often than employed persons prefer morning classes.

Percentages of preference for days of the week in Table 8 appear different for attending and community women because the interview questions were phrased differently. Their distributions, however, both indicate a preference for Monday through Thursday classes, decreased appeal for classes on Friday, and a healthy 18.3% and 19.3% interest in Saturday classes. More interest for Saturday classes is expressed by attending women who are divorced and separated than by married and otherwise single women, but there is little difference across other demographic variables.

Whereas attending students demonstrated equal preference for classes meeting once a week for three hours and three times a week for one hour, community women most often preferred the three hour time blocks. This is consistent with the break down by age in Table 9 showing that the older the respondent, the more often they preferred the three hour time blocks.

Attending women were also asked if they would attend three hour classes in the afternoon, and 30.7% expressed interest. This rate was higher for women in their 40's and unemployed.

Table 8

Educational Needs and Interests
of Community and Attending Women

Variable	Community Women	Attending Women
	%	%
Convenient Times		
Morning	45.9	62.5
Afternoon	15.0	20.0
Evening	47.6	43.8
Convenient Days		
Monday	19.5	83.0
Tuesday	23.6	80.8
Wednesday	22.4	88.0
Thursday	17.5	78.0
Friday	9.8	64.8
Any weekday	37.8	-
Saturday	18.3	19.3
Once a Week of 3 Times a Week		
Once a week for 3 hours	73.6	41.5
3 times a week for 1 hour	22.1	43.3
Either	3.4	7.8
Other	0.9	6.3
Three Hour Classes in Afternoon		
Yes	-	30.7
Types of Classes		
Transfer	13.9	
Vocational	21.4	
Personal Interest	47.8	
Interest in Mini-Session		
Yes		77.2
No		22.8
Interest in Summer School		
Yes		68.0
No		31.8

Table 9

Educational Interests and Needs of Community and Attending Women
by Demographic Variables

Community Women

	Age					
	< 20	20's	30's	40's	50's	> 60
Convenient Course Times						
Morning	48.2	36.4	40.9	39.6	41.9	53.6
Afternoon	14.8	12.7	9.9	13.2	12.9	28.6
Evening	37.0	50.9	49.3	41.5	45.2	17.9
3 Hour Classes or 1 Hour Classes						
Once a week/3 hours	37.5	81.3	71.0	76.6	82.8	82.6
3 times a week/1 hour	62.5	18.8	19.4	19.1	10.3	17.4
Either	0	0	6.5	4.3	6.9	0
Other	0	0	3.2	0	0	0
Interested in Saturday Classes	0	50.0	50.0	0	0	0

Attending Women

	Age						Marital Status				# Children			Employment Status		
	< 20	20's	30's	40's	50-65	> 65	Single	Married	Div/Sep	Widowed	0	1-2	3-4	Yes	No	House-wife
Convenient Course Times																
Morning	78.2	59.8	44.9	63.6	50.0	100.0	68.4	51.0	51.0	87.5	61.7	60.6	71.1	54.3	83.5	70.6
Afternoon	19.6	17.5	20.4	33.3	20.0	50.0	19.4	25.0	14.3	12.5	18.4	25.5	17.8	17.7	26.8	23.5
Evening	30.7	46.4	57.1	48.5	45.0	50.0	37.2	49.0	63.3	62.5	42.9	47.9	40.0	51.1	25.8	35.3
3 Hour Classes or 1 Hour Classes																
Once a week/3 hours	18.6	46.4	55.1	51.5	60.0	50.0	34.0	55.2	54.2	37.5	39.6	46.8	42.2	47.2	32.0	11.8
3 times a week/1 hour	67.7	40.7	24.5	27.3	15.0	50.0	53.0	25.0	27.1	62.5	46.2	35.1	44.4	39.0	50.5	58.8
Either	8.8	6.2	10.2	9.1	10.0	-	7.3	11.5	4.2	0	7.3	8.5	8.9	7.1	8.2	17.6
Other	2.9	5.7	10.2	12.1	10.0	-	5.3	8.3	8.3	0	5.4	9.6	4.4	5.0	9.3	11.8
Interested in 3 Hour Afternoon Class	24.8	33.5	28.6	45.5	10.0	50.0	31.8	29.2	30.6	12.5	30.0	29.8	35.6	26.6	40.6	41 2
Interested in Saturday Classes	15.7	20.6	18.4	18.2	25.0	50.0	18.2	17.7	26.5	25.0	17.6	22.3	22.2	19.9	17.5	17.6
Interested in Mini-Session	64.7	75.8	77.6	90.6	65.0	100.0	75.9	81.9	75.5	62.5	76.0	79.8	75.6	74.8	82.1	76.5
Interested in Summer Session	62.8	66.5	72.3	58.1	80.0	100.0	67.4	67.7	69.4	62.5	65.7	69.2	71.1	66.0	69.5	53.3

Interest by attending women for SAC's mini-session and summer school was assessed and are 77.2% and 68.0% respectively. Married, unemployed women in their 40's were most interested in attending the mini-session, and degree of interest in the summer session was constant for all variable ranges.

Types of Classes

When asked if they would be interested in attending transfer, occupational, or personal interest classes, most community women, 47.8%, favored personal interest classes, and the fewest, 13.9%, desired transfer classes. (Community men were more interested in transfer and vocational education than women.)

Specific classes desired by attending women are listed in the comments section. A large range of classes was identified. Business classes were the most popular, and General Education, Child Development, English, and Nursing followed in popularity.

Attending women were also provided with a list of college services and seminar types and asked if they were interested in participating in any. The most popular seminar topic, seen in Table 10, was assertion and communication skills; second was personal growth and development, and third was personal business planning and economic independence. Many commented that they were interested but lacked the time to attend.

Problems Associated With College Attendance

Separate lists of potential problems associated with college attendance, seen in Table 11, were provided each group of respondents. Community respondents identified conflict with work hours as the most troublesome. Attending women most often had difficulty because they needed to work, and this precluded adequate time for school attendance. Similarly, the second most often cited problem was lack of time due to job. "No babysitter" problems were identified by 22% of community women and only 5.5% of attending women, suggesting that lack of adequate child care keeps some from returning to school. Problems identified by attending women were analyzed by age, marital status, and ethnicity. The trends of that analysis are summarized in the

Table 10

Interest in Classes for Women, Child Care Services, and Types of Seminars by Attending Women

Type of Program	% Interested
Classes designed especially for women	57.3
Child care exchange information	20.5
Types of seminars	
Women-In-Transition Support groups	40.5
Orientation to college	36.8
Employment and the job market	59.8
Personal growth and development	71.0
Personal business planning and economic independence	67.8
Divorce, marriage, and life styles	43.5
Changing roles of men and women	52.5
Assertion and communication skills	71.3
Parenting	43.5
Mental health including drugs, alcohol, and weight reduction	55.5
	n=400

Table 11

Problems Associated With College Attendance
Identified by Community and Attending Women

Community Women

Problem	% Frequency Identified
Conflict with work hours	35.8
Right courses not offered	24.0
No babysitter	22.0
Too long out of school or too old	15.9
No transportation/poor location	13.8
Unsure of being successful in coursework	11.8
Lack of motivation	7.7
Handicapped	2.9

Attending Women

Problem	% Frequency Responses		
	Yes	Somewhat	No
Need to work for income rather than attend school	43.0	5.0	52.0
Lack of time due to job	34.5	6.3	59.3
Inconvenient course times	30.8	8.0	61.0
Lack of money to pay for educational expenses	29.5	5.0	65.5
Undecided about goals	29.3	7.3	63.3
Desired courses not offered	28.8	5.3	65.8
Lack of time due to home responsibilities	23.8	6.5	68.8
Lack of information about possible jobs	19.0	3.0	74.8
Lack of transportation	18.0	3.3	78.8
Lack of information about school & classes	17.3	4.5	78.0
Own feelings of insecurity	15.0	9.0	75.8
Fear for personal safety	12.0	4.5	93.0
Discrimination	7.8	0.8	89.8
Opposition of family members	6.5	2.5	91.0
Lack of adequate child care	5.5	1.3	90.3

chart below. Age, marital status, and ethnic groups most frequently troubled by each problem are listed.

College Attendance Problems Most Frequently Cited
By
Age, Marital Status, and Ethnic Group
Attending Women

Problem	Age Group	Marital Status	Ethnicity
Inconvenient course times	20's		
Fear for personal safety	20's	Single	S.E. Asians Hispanics
Lack of information about school and classes			Non-whites
Lack of information about jobs	20's	Single	Non-whites
Undecided about goals		All unmarried groups	Non-whites
Discrimination			Blacks S.E. Asians
Own feelings of insecurity	19-21, 41-50		Non-whites
Lack of adequate child care	26-30		Black Other
Lack of money to pay for educational expenses	20's	All unmarried groups	
Need to work for income rather than attend school	20's	Divorced	
Opposition of family members		Separated	Black
Lack of transportation			S.E. Asians
Lack of time due to job	22-25	All unmarried groups	
Lack of time due to home responsibilities	26-30	Divorced, separated	

Statistics regarding this summary are available in the Institutional Research Office.

Reasons for Attrition

A sample of students who enrolled for the first time at SAC in Fall 1978 were interviewed on the telephone for the Statewide Longitudinal Study in Fall 1978 and Spring 1979. If they had dropped any classes, they were asked their reasons. Table 12 lists the women's responses, which are varied. Job conflict is the most frequently cited reason, as it is in most studies of attrition. Disliked the class, assignments too heavy, and underprepared for class are most frequently given class related reasons.

"Indefinite motivation" was a category used by the interviewer when the respondent's answer was non-specific. Illness was also frequently given as a reason, and this category included those who dropped because of illness of family members. Although the categories were not specifically designed for female respondents, lack of child care and displaced homemaker problems were available categories but infrequently identified by respondents.

Table 12

Reasons Given For Withdrawal From Classes
by Women

Statewide Longitudinal Study

Reason	Fall 1978	Spring 1979
Disliked instructor	5.3	5.8
Disliked instruction	3.1	4.3
Underprepared for class	7.7	9.2
Assignments too heavy	8.7	7.8
Class switching	4.3	5.1
Indefinite motivation	9.5	7.0
Lack of child care	1.9	0.9
Limited English speaking problems	0.2	0.1
Displaced homemaker problems	1.0	0.4
Physical handicap problems	0.1	0.4
Non-resident or out of district	0.1	8.6
Bureaucratic entanglement problems	0.3	0.2
Accepted at another college	0.8	0.7
Moved	1.4	0.7
Classes closed	0.1	1.6
Classes cancelled	1.7	2.1
Class of interest not offered	0.9	0.5
Financial problems	2.6	1.2
Job conflict	18.9	13.0
Job preference over school	5.0	3.6
Illness	9.6	7.2
Disliked class	10.5	11.9
Transportation problems	4.5	2.8
Other	1.8	4.7
	n = 1594	n = 856

SUMMARY AND IMPLICATIONS

This women's needs assessment utilized women's responses from a current district wide Community Needs Assessment Survey, surveyed attending women students, and extracted a variety of data from other sources. Consequently, it was possible to address the objectives of the study, determining familiarity and satisfaction with SAC and educational needs of women, from perspectives of various audiences.

Demographically, women residing in the community and women attending SAC differ. Community women are older, the majority being over 30 years of age. On ethnicity, 27% of attending students are non-white versus 19% of community women. Annual income for attending women, the modal range falling below $5000, is substantially lower than that of community women. The above is just a sampling of the demographic data emitted from this report.

Almost all community women responded that they were familiar with SAC: 95% had heard of SAC, and 65% recalled receiving a SAC class schedule in the mail. The majority of attending women were familiar with major SAC services and facilities. Fewer than half, however, knew of the A.A. program offered in Women's Studies.

Community women rated SAC well; 77% rated the school as doing a good job. This percentage was even higher for Mexican-American community women. A large percentage, 83%, of attending women rated SAC overall as good, and the majority rated all individual college services, with the exception of Financial Aid, as good.

Community and attending women expressed different needs in regard to convenient times to attend school. Community respondents favored morning and evening classes equally, but morning classes were the favorite of the most attending respondents. Monday through Thursday were reported as convenient days for both groups; Friday was not so popular. They did not differ on interest for Saturday classes. Three hour time blocks for classes were preferred by community women, but attending women were equally content with one hour classes meeting three times a week and three hour classes meeting once a week.

Lack of time due to jobs---two thirds of attending women work---was the biggest problem associated with college attendance for both groups, and the most frequently given reason for dropping classes by attendees.

Hopefully, the implications of this work will be long lasting and ongoing. It is immediately evident, however, that the female population of RSCCD is large, as is its variety. Generalizations, therefore, are not possible. There are numerous large groups of residents to service---the young, the re-entry person, the minority, to name a few. SAC is a well known institution among community women and rated well. Evidence also indicates that the more familiar women are with the school, the more satisfied they are with it; that is, familiarity breeds satisfaction. (77% of community women rated the school as good, but 83% of attending women rated it as good.) This evidence speaks well for the school, and has been supported from findings of other studies.

The findings differ little from those of men in the community. For example, men also cite job related problems as the most troublesome when attending college. Community men also prefer evening classes that meet once a week. Men, however, have not as often been out of school for as long as women.

The fourth objective, good public relations, was not discussed in the report because it was not an empirical component of the study. However, the fact that 385 community women and 400 attending women were personally contacted by an experienced interviewer and SAC staff member, expressing interest in each individual's specific educational needs, will enhance SAC's image unquestionably. Additionally, respondents were thus made aware of SAC's course and service offerings.

Appendices

Interview Guides

COMMUNITY NEEDS ASSESSMENT INTERVIEW GUIDE

Col.

Hello, I'm calling from the Santa Ana College Research Office. We are doing a survey of people in our district, and I'd like to ask for a few minutes of your time to ask you some questions about yourself and about Santa Ana College.

If you can tell me your zip code, I will tell you if you live in our district.

Telephone # ___ ___ ___ - ___ ___ ___ ___ 1

Last 3 zip code digits: ___ ___ ___ 8

1. Have you heard of Santa Ana College?
   1 = Yes
   2 = No
   ___ 11

   If NO, go to 7.

2. *(If yes,)* How do you know about Santa Ana College?
   1 = Familiar with/live in area
   2 = Self or family mbr. attended ___ 12
   3 = Friend who attended
   4 = From media ___ 13
   5 = From mailings
   6 =
   7 = Other (Specify) _____

3. Did you receive a class schedule from Santa Ana College in the mail this summer?
   1 = Yes
   2 = No
   ___ 14

4. Did you know that Santa Ana College is tuition free?
   1 = Yes
   2 = No
   ___ 15

5. Have you or anyone in your household ever taken a class at Santa Ana College?
   1 = Yes, respondent
   2 = Yes, household mbr. ___ 16
   3 = No

6. Have you or anyone in your household ever thought about taking a class at Santa Ana College in the future?
   1 = Yes, respondent
   2 = Yes, household mbr. ___ 17
   3 = No

7. Are you or anyone in your household interested in taking college transfer classes?
   1 = Yes, respondent
   2 = Yes, household mbr. ___ 18
   3 = No

   (If yes,) In what subject area? (Specify) _____
   _____
   1 = Applied arts & sciences
   2 = Business ___ ___ 19
   3 = Humanities
   4 = P.E. ___ 21
   5 = Science & technology
   6 = Social sciences
   7 = Counseling & guidance
   10 = General
   11 = Other (Specify) _____

8. Are you or anyone in your household interested in receiving occupational training?
   1 = Yes, respondent
   2 = Yes, household mbr. ___ 22
   3 = No

   (If yes,) Which of the following types of job training would be helpful to you?

   - Learning new skills for a new or first job — 1 = Learning new skills ___ 23
   - Reviewing skills that you learned earlier — 2 = Reviewing skills
   - Adding to skills for your present job — 3 = Adding to skills ___ 24

   In what occupational area? (Specify) _____ Same categories as #7 ___ ___ 25
   _____ ___ 27

9. Are you or anyone in your household interested in taking classes for personal interest?
   1 = Yes, respondent ___ 28
   2 = Yes, household mbr.
   3 = No

   (If yes,) In what subject area? Same categories as #7 ___ ___ 29
   ___ 31

If NO to 6 through 9, ask 10 and then go to 14.
If YES to any one of 6 through 9, go to 11.

* *

8 Always = Don't know/Undecided/No knowledge
9 Always = Not applicable

10. What is the reason that you are not interested in attending Santa Ana College?

Specifics _____

_____

1 = Going to school elsewhere
2 = Already have enough education
3 = No time
4 = Image of school
5 = Moving
6 = Classes needed not offered
7 = Other (Specify) _____

_____

Go to 14.

11. We would like to know the times that would be most convenient for you to take classes. Would you prefer to take classes in the morning, afternoon, or evening?

1 = Morning
2 = Afternoon
3 = Evening
4 = Anytime

Which days of the week are most convenient for you?

1 = Mon.
2 = Tues.
3 = Wed.
4 = Thurs.
5 = Fri.
6 = Sat.
7 = Sun.
10 = Any weekday
11 = Anytime

Would you like to take classes on Friday night, Saturday, or Sunday?

1 = Friday night
2 = Saturday
3 = Sunday
4 = All
5 = None

Would you prefer to take courses that meet once a week for 3 hours, or courses that meet 3 times a week for one hour?

1 = Once a week
2 = 3 times a week
3 = Either
4 = Other (Specify) _____

12. Do you know that many Santa Ana College classes are taught off campus?

1 = Yes
2 = No

Are any of the locations convenient for you?
Read list of locations if necessary.

1 = Yes
2 = No

Specifics _____

13. We know that there are many things that make it difficult for people to attend classes. Can you tell me if any of the following things would be a problem for you if you decided to return to school?

1 = Conflict with work hours
2 = No babysitter
3 = No transportation/poor location
4 = Unsure of being successful in coursework
5 = Right courses not offered
6 = Too long out of school or too old
7 = Handicapped
10 = Lack of motivation
11 = Other (Specify) _____

_____

14. Please tell me whether you have attended any of the following activities at Santa Ana College, or whether you would be interested in attending one in the future.

- Sports activities
- Concerts
- Plays
- Art exhibits
- Lectures
- Other (Specify) _____

1 = Attended
2 = Interested
3 = Both
4 = Neither

15. I am going to read some statements describing the purposes and goals of Santa Ana College. For each statement that I read, please tell me whether you feel it is a very important goal, a fairly important goal, or not an important goal.

1 = Very important
2 = Fairly important
3 = Not important

- Preparing students to go on to a four year college ___ 55
- Preparing students for a job or to improve job skills ___ 56
- Provide training in basic skills such as reading, writing, & arithmetic ___ 57
- Provide community programs and cultural enrichment ___ 58
- Provide college counseling ___ 59
- Provide financial aid for attending classes ___ 60
- To give everyone the opportunity to take classes of their interest ___ 61
- Other (Specify) _____ ___ 62

16. Overall, how would you rate the job that Santa Ana College has done in serving the community's needs? A very good job, a fairly good job, or not a good job?

1 = Very good
2 = Fairly good
3 = Not good
___ 63

Specifics _____

17. Do you subscribe to a local newspaper?

1 = Yes
2 = No
___ 64

(If yes,) Which one?

1 = L.A. Times
2 = Register
3 = Other (Specify) _____
___ 65
___ 66

18. Do you have a favorite radio station that you listen to most often?

1 =
2 =
3 =
4 =
5 =
6 =
7 = Other (Specify) _____
___ 67
___ 68

19. Do you ever watch Channel 50 on television?

1 = Yes
2 = No
___ 69

Now I'd like to ask you a few questions so that my office will have some information about the background of each respondent. This information will be used for statistical purposes only.

20. What is the last grade that you completed in school?

1 = Some high school
2 = High school graduate
3 = Some college
4 = B.A. or B.S.
5 = Advanced degree
6 = Other training
7 = Decline to state
___ 70

How long ago was that?

1 = Presently attending or less than 1 year
2 = 1 to 3 years
3 = 4 to 9 years
4 = 10 or more years
7 = Decline to state
___ 71

21. Are you under 20 years old? In your 20's, 30's, 40's, 50's, or over 60?

1 = Under 20
2 = 20's
3 = 30's
4 = 40's
5 = 50's
6 = Over 60
7 = Decline to state
___ 72

* *

8 Always = Don't know/Undecided/No knowledge
9 Always = Not applicable

22. Are you white, Mexican-American, black, Japanese or Chinese, American Indian, or none of those?

1 = White
2 = Mexican-American
3 = Black
4 = Japanese or Chinese
5 = American Indian
6 = Vietnamese
7 = Decline to state
10 = Other

___ ___ 73

23. What was the annual income of your household for 1978? Under $5000, 5000 to 10,000, 10,000's, 20,000's, 30,000's, 40,000's, or over 50,000?

1 = Under $5000
2 = $5000 to 9999
3 = $10,000's
4 = $20,000's
5 = $30,000's
6 = $40,000 or over
7 = Decline to state

___ 75

24. Are you or any members of your household handicapped?

1 = Yes, respondent
2 = Yes, household mbr.
3 = No

___ 76

25. Are you or any members of your household recently divorced or widowed and left without adequate means of support?

1 = Yes, respondent
2 = Yes, household mbr.
3 = No

___ 77

26. Can we have someone from the college provide additional information to you about Santa Ana College?

1 = Yes
2 = No

___ 78

If yes, fill out referral form.

Specifics _____

Thank you very much for you time. You've been a great help for the college. Good-bye.

Interviewer check:

27. Respondent is:

1 = Male
2 = Female

___ 79

28. Respondent is:

1 = Cooperative
2 = Non-cooperative

___ 80

Interviewer comments:

Interviewer name:

Date of interview:

Time of interview:

* *

8 Always = Don't know/Undecided/No knowledge
9 Always = Not applicable

Santa Ana College
Woman's Program and Service Committee
Needs Survey Interview

In order to improve our services to women and determine women's needs, we're doing a survey of women on campus. Can I have a few minutes of your time to ask you some questions?

I.D. # ___ ___ ___ 1

1. What are your reasons for attending college this semester? ___ 4
(Open ended question. Interviewers classify responses. Three responses allowed.) ___ 5
___ 6

1 = To transfer to a four-year school
2 = To obtain vocational training or to improve job skills
3 = Skill development for home or hobby
4 = For personal exploration
5 = For personal enjoyment and interest
6 = To meet new people
7 = To occupy time/nothing to do
8 = Don't know
9 = Other (Interviewer note) _____

2. We would like to know the times that would be most convenient for you to take classes. Would you prefer to take classes in the morning, afternoon, or evening?

1 = Yes
2 = No

Morning ___ 7
Afternoon ___ 8
Evening ___ 9

3. Which days of the week are most convenient for you?

1 = Yes
2 = No

Monday ___ 10
Tuesday ___ 11
Wednesday ___ 12
Thursday ___ 13
Friday ___ 14
Saturday ___ 15
Sunday ___ 16

4. Would you be interested in taking classes that meet in the afternoon for three hours?

1 = Yes
2 = No

___ 17

5. Are you interested in attending the mini-session?
(the mini-session, 9-week classes)

1 = Yes
2 = No

___ 18

6. Are you interested in attending the summer session?

1 = Yes
2 = No

___ 19

7. Would you prefer to take classes that meet once a week for three hours, or classes that meet three times a week for one hour?

1 = Once a week
2 = 3 times a week
3 = Either
4 = Other _____

___ 20

8. What classes or types of classes are you interested in taking in the future?

_____ _____ _____ _____ _____

9. Are any of the following a problem for you at school?

1 = Yes
2 = No
3 = Somewhat

Inconvenient course times	___ 21	Own feelings of insecurity	___ 28
Desired courses not offered	___ 22	Lack of adequate child care	___ 29
Fear for personal safety	___ 23	Lack of money to pay for educational expenses	___ 30
Lack of information about school and classes	___ 24	Need to work for income rather than attend school	___ 31
Lack of information about possible jobs	___ 25	Opposition of family members	___ 32
Undecided about goals	___ 26	Lack of transportation	___ 33
Discrimination, explain _____	___ 27	Lack of time due to job	___ 34
		Lack of time due to home responsibilities	___ 35
		Other (Interviewer note) _____	

10. I'd like to ask you to evaluate your experiences with some of our college services.
Are you aware of SAC's (interviewer state service)?
How often have you used _____?
How do you rate that service? Good, fair, or poor? Why?

	Frequency of use 0 = 0 times 1 = 1-2 times 2 = 3-4 times 3 = 4+ times 9 = Not aware of	Rating 1 = Good 2 = Fair 3 = Poor 9 = Not aware of	Why
Academic counseling	[36]	[46]	_____
Personal counseling	[37]	[47]	_____
New Horizons	[38]	[48]	_____
New Student Orientation	[39]	[49]	_____
Registration	[40]	[50]	_____
Admissions Office	[41]	[51]	_____
Career Planning Center	[42]	[52]	_____
Student Placement Office	[43]	[53]	_____
Financial Aid Office	[44]	[54]	_____
Student Health Center	[45]	[55]	_____

Other school services used _____ _____ _____

11. What is your overall impression of Santa Ana College? Good, fair, or poor?
1 = Good
2 = Fair
3 = Poor
[56]

12. Are you aware that SAC offers a series of courses leading to an A.A. degree in Women's Studies?
1 = Yes
2 = No
[57]

13. Are you aware that SAC offers classes in Guidance especially for women?
1 = Yes
2 = No
[58]

14. Are you interested in taking classes designed especially for women?
1 = Yes
2 = No
[59]

15. Are you interested in participating in any of the following types of seminars, services, and activities for women?
1 = Yes
2 = No

Seminars about:

Child care exchange information	[60]
Women-In-Transition Support Groups	[61]
Orientation to college	[62]
Employment and the job market	[63]
Personal growth and development	[64]
Personal business planning and economic independence	[65]
Divorce, marriage, and life styles	[66]
Changing roles of men and women	[67]
Assertion and communication skills	[68]
Parenting	[69]
Mental health including drugs, alcohol, and weight reduction	[70]

Any others? _____

I would like to ask you a few questions so that my office will have some information about the background of each respondent. This information will be used for statistical purposes only.

* *

8 = Don't know
ALWAYS

Respondent completes this page.

Please place your response in the brackets to the right of each question.
Ask the interviewer for help, if necessary.

16. **What is your age?**

1 = 18 or under
2 = 19
3 = 20-21
4 = 22-25
5 = 26-30
6 = 31-40
7 = 41-50
8 = 51-65
9 = Over 65

[ ] b1

17. **What is the last grade you completed in school?**

1 = Some high school
2 = High school graduate
3 = B.A. or B.S. degree
4 = Advanced degree
5 = Other

[ ] b2

18. **How long ago were you last attending school?**

1 = Less than 1 year
2 = 1 to 3 years
3 = 4 to 9 years
4 = 10 or more years

[ ] b3

19. **What is your marital status?**

1 = Single
2 = Married
3 = Divorced
4 = Widowed
5 = Separated

[ ] b4

20. **How many of your own children are living at home with you now?**

[ ] b5

21. **Are you employed?**

1 = Yes, full-time
2 = Yes, part-time
3 = Full-time housewife
4 = No

[ ] b6

22. **What is your occupation?**

_____

23. **What was the annual income of your household for 1979?**

1 = Under $5000
2 = $5000 to $9999
3 = $10,000 to $19,999
4 = $20,000 to $29,999
5 = $30,000 to $39,999
6 = Over $40,000

[ ] b7

24. **What is your ethnic background?**

1 = White
2 = Mexican-American
3 = Black
4 = Japanese or Chinese
5 = American Indian
6 = Southeast Asian
9 = Other

[ ] b8

THANK YOU FOR COMPLETING THIS INTERVIEW. YOUR RESPONSES WILL HELP THE COLLEGE PROVIDE BETTER SERVICES TO ALL STUDENTS.

Comments to

Attending Female Student Questionnaire

by Question

Responses
to
Question #8

What classes or types of classes are you interested in taking in the future?

Accounting - 20
Administration of Justice - 4
Advertising
Air Transportation - 5
Algebra
Anatomy
Anthropology - 2
Art - 30
Architecture - 2
Assertion - 2
Astronomy - 2
Automotive - 2
Aviation - 2

Ballet - 2
Banking
Basketball
Biology - 21
Black History
Body Conditioning - 4
Bookkeeping
Brail - 2
Business - 71

Calculus - 2
Ceramics
Chemistry - 4
Chicano Studies
Child Development - 22
Childrens Literature - 2
Communication - 4
Computer Science - 12
Cooking - 2
Cosmetology
Crafts - 3
Creative Writing - 2
Criminal Law

Dance - 3
Data Processing - 2
Deaf Sign Language - 2
Dentistry - 2
Design
Dietician - 2
Disco - 2
Drafting
Drama
Dress & Costume Design - 3

Earth Science
Economics - 2
Engineering - 2
English - 22
Ethics

Fashion - 2
Fencing
Film History - 2
Finance - 2
Fire Science - 2
First Aid
French - 3
Fun classes - 5

General Education - 25
Geography
Geology
Geometry
German
Guitar
Gymnastics - 2

Health - 2
History - 8
Home Economics - 4
Humanities - 5
Human Services

Indian American History - 2
Industrial Arts - 2
Interior Decorating - 4
Investments

Jazz - 3
Journalism - 4

Kung Fu

Landscape Design
Languages - 5
Law - 3
Legal Assistant - 2
Legal Secretary
Liberal Arts - 4
Library Science - 2
Literature - 3

Responses
to
Question #8
cont'd

Machine Shop - 2
Math - 14
Medical Terminology
Medicine/Medicine related - 7
Microbiology - 2
Modeling - 2
Music - 10

Nursing - 22

Oceanography

Painting - 2
Paralegal - 2
People oriented classes - 2
Pharmacy - 2
Philosophy - 3
Photography - 10
Physical Education - 30
Physics - 2
Physiology - 2
Piano - 3
Police Science - 2
Political Science - 3
Preparation for civil service test
Psychology - 37

Racquetball - 3
Real Estate - 3
Recreation
Research in science - 4

Science - 18
Scuba - 2
Secretarial - 12
Sewing - 2
Sociology - 10
Solar Power
Spanish - 7
Special Services
Speech Communication - 8
Speed Reading - 2
Statistics -
Swimming - 2

Tax classes
Teaching
Tennis
Therapy related - 2
Track
Transferable classes - 2
Travel
Trigonometry
TV classes
Typing - 4

Voice

Water Color - 2
Women's Studies - 4
World Religions - 2

Don't know - 9

Respondent's Comments
for
Question #2

Would you prefer to take classes in the morning, afternoon, or evening?

Late Afternoon

Noon classes

Afternoon until 3 p.m.

Question #3

Which days of the week are most convenient for you?

Wish more weekend classes offered

A mini-class on Saturday would be helpful

Question #4

Would you be interested in taking classes the meet in the afternoon for three hours?

Interferes with work - 8

Too late for me

After 3:30

No, becasue of children coming home - 2

Except summer

Too tired in afternoons for 3 hour class

Depends on classes offered and other schedule - 2

Question #5

Are you interested in attending the mini-session?

Depends on classes offered - 9

Was not aware of mini-session - 3

Offer min-session in beginning of semester

Never offer what she needs or is interested in

If held at night

They move too fast

Question #6

Are you interested in attending the summer session?

Problem with babysitting

Depends on classes, they don't offer needed classes

Too condensed

Wishes more advanced courses were offered

Respondent's Comments
for
Question #7

Would you prefer to take classes that meet once a week for three hours, or classes that meet three times a week for one hour?

Twice a week for 1½ hours - 14

Depends on class - 3

Once a week not enough strength

3 hours too long - 2

Respondent's Comments
for
Question #9

Are any of the following a problem for you at school?

Comments regarding discrimination:

Because of being foreign - 2
Because of being a woman - 5
Chauvinistic teachers
Because of color
Language problem - 3
At Learning Center
Unfair grading of foreign students because of language problems
By teacher
Cater to hispanic
Cater to Vietnamese
Against minorities - 2
Mature woman
Young age, 17
Feels she is discriminated at job placement for only carrying 3 units

Comments regarding fear for personal safety:

Feat at night - 5
Fear of being robbed
Double the police, afraid
Fear on off campus classes
Fear in parking area

Comments regarding desired courses not offered:

Lab for anthropology
Aviation
Desired courses were filled up
Flight instructor
Some business classes only offered at night when needed during day
Would like to take Italian
Would like to take Portuguese
Would like to take drafting
Should have more Oriental Art and Art History

Respondent's Comments
for
Question #9
cont'd

Are any of the following a problem for you at school?

Comments regarding desired courses not offered, cont'd:

Oceanography not offered
Travel agent not offered
Lab technician not offered
Pharm Calculations at night
Child abuse, drug and alcoholg abuse

Comments regarding other problems:

Food expensive
Indonvenient or inadequate parking
Desired courses not offered off campus
Insecure because of age
Books expensive
Classes overlap on the schedule
Tutoring at library didn't help
Buses stop at 9:15
Need better food service
Courses offered at wrong times - 4
Jobs offered to aliens first, then Americans
Teacher didn't grade fair
Not enough room at child care center
Parking lot should be patrolled better
Home responsibilities, family, and health problems interfere
Felt lack of information about school
Opposition to school by husband, who feels threatened
Should offer passes for buses on campus
Should be more TV courses
Education should be paid for
People don't value things they don't pay for
Course times coincide with seminars
Smoke in eating area, too cold outside, can't eat
Lack of transportation, gas
Better bus service
Not enough publicity for women

Respondent's Comments
for
Question #10

How do you rate the following college service?

Academic Counseling:

Helpful - 33
Didn't have answers/no help - 13
Answered questions - 8
Gave wrong information - 7
Good advice - 7
Didn't fill needs, felt let down - 5
Good service - 4
Counselor interest in you - 3
Extraordinary - 3
Understanding - 3
Some counselors are better than others - 2
Explains every detail - 2
Not always clear - 2
Not enough counselors
Counselor not present
Desk personnel not so helpful
Was hard to understand counselor
Made you feel at ease
Some counselors shouldn't be there
Long wait, counselor unresponsive
People good, don't ignore you
Patient
Rushed through session
Out of three counselors, 2 were good and 1 unwilling to help
High quality
Lack of counselor knowledge
There when needed
Didn't have enough information on other colleges
Know where you are coming from
Pleasant
Drop in counselor should be available

Respondent's Comments
for
Question #10
cont'd

How do you rate the following college service?

Academic Counseling, cont'd:

Counselor not interested

Felt rushed

Good bilingual counseling

Saw wrong person

Respondent's Comments
for
Question #10
cont'd

How do you rate the following college service?

Personal Counseling:

Helpful - 4

Not helpful

Neat person

Not enough information

Understanding

There when needed

Felt overlooked

Gave a view that was what I needed

Not enough attention

Good counselors

Changed my life

Didn't answer questions

They were friendly

Respondent's Comments
for
Question #10
cont'd

How do you rate the following college service?

New Horizons:

Helpful - 8

Friendly - 2

Very good - 2

Adequate

Uptight, didn't like feedback

Tutors good

Organization good

Not enough information

Seminar wasn't what she expected - good

Feel they are there to help

Felt Confused

Likes seminars

Long wait

Not coordinated

Excellent

Peer group gives support

Helped to comprehend better

Didn't get anything out of it

Problem - said she was on probation and she wasn't

Good as a guidance class

Respondent's Comments
for
Question #10
cont'd

How do you rate the following college service?

New Student Orientation:

Helpful - 10

Got all information wanted - 2

Organized

Fantastic

Did not help

Confusion

Inefficient

Makes you more familiar with campus

Interesting

Impersonal - didn't care

Good counselor

Not helpful

Ran efficiently

Too long

Can use time better

Boring

Made serious mistakes

Informative

Mixed feelings

It was a burden

Made you comfortable with campus

Able to express ourself, friendly

Respondent's Comments
for
Question #10
cont'd

How do you rate the following college service?

Registration:

Fast service - 39
Confusing, unorganized - 15
Organized - 15
Mail registration good - 14
Efficient - 11
No problem - 9
Helpful - 9
Good service - 9
Slow - 6
Excellent - 3
Improved - 6
Enough people helping
Terminal computer service faster
Poor service - 2
Two days to get done
Got everything that was wanted
Very crowded, not enough personal attention - 2
Snotty
Could be better
Always a hassle
Smooth
Were not sympathetic to needs
Not enough classes
No DMV attitude
Had communication problem due to poor English
Scheduling problem
Long lines - 3
Need more help
Superb - 2
Waste of time for returning students

Respondent's Comments
for
Question #10
cont'd

How do you rate the following college service?

Registration, cont'd:

Computers messed everything up - 2
Poor employee attitudes
Too decentralized
A mess
People amiable
Inefficient
Not enough time
Did their best
Not helpful
Superior to others
After first time, great
Not enough counseling
Pleasant people
Too hurried
Bad attitude
Little slow when add or drop
Arrows on floor made you feel like a child
Very good
Desired classes were filled

Respondent's Comments
for
Question #10
cont'd

How do you rate the following college service?

Admissions Office:

Helpful - 33
Quick - 16
Long lines - 8
No problems - 7
Organized - 6
Disorganized - 5
Slow - 4
Not enough people working - 4
Lose things - 2
Misinformation received - 2
Not helpful - 2
People amiable - 2
Almost got dropped, papers late, very late
Very busy, but fine
Excellent - 2
Courteous - 3
Always a hassle
Nice people
Get runaround
Efficient
A little confusion
Impersonal
Not thorough
Stuffy, officious
Some people more helpful than others
Not punctual
Could have been better
Inefficient
Personnel too bossy
Abrupt
Touchy girl
Better than Cal State Fullerton

Respondent's Comments
for
Question #10
cont'd

How do you rate the following college service?

Career Planning Center:

Helpful - 5

Alot of information - 5

Good sources - 2

Good information - 2

Excellent - 2

Liked video

Not enough information

Frustrating

Up to date

Offered suggestions

Need more encouragement

Adequate

Could be better

Respondent's Comments
for
Question #10
cont'd

How do you rate the following college service?

Student Placement Office:

Not enough jobs - 4

Helpful - 5

Got a good job - 2

Not placed according to interest - 2

Have to ask over and over about jobs

Liked staff

Bad pay - 2

Only open till 3 p.m.

Program not presented clearly

Very understanding

Girls snotty

Personnel not good

Not fair

Workers there have no feelings

Not responsive

Efficient

Gave suggestions

Very good - 2

Post alot of old, filled jobs

Didn't get a job

Not a wide variety of jobs

Respondent's Comments
for
Question #10
cont'd

How do you rate the following college service?

Financial Aid Office:

Helpful - 12

Disorganized - 8

Not helpful - 8

Too confusing - 3

Slow - 2

Very poor - have to keep coming back

Go out of way to help

Good technicians

Just ok

Superb

Not enough help

Restrictions on short term loan too strict

Appear to be unconcerned about student needs

Promise things that don't get done

Not enough funds - need help

Friendly - 2

Rude

Aloof

Need different way of disbursing checks

Mixed emotions

Very good

Inefficient

Need more people to work there

Didn't get along with particular girl

Run badly, very discouraging

Discrimination, hard to qualify

Respondent's Comments
for
Question #10
cont'd

How do you rate the following college service?

Student Health Center:

Helpful - 7

Good service - 4

Very good - 4

Nice people - 3

Concerned and helpful - 3

Hate it

Questions not answered

There when needed

No cure

Informative

Doctor unfriendly

Not punctual, doctor didn't know

Too long to wait for appointment

They do their job

Lab tests took long time

Need more doctors hours

Fast

Doctor misdiagnosed

Always filled needs

Lost records

Biased personnel, opinion enter into business

Chauvinistic doctor

Liked the price

Attentive

Efficient

Respondent's Comments
for
Question #10
cont'd

How do you rate the following college service?

Other school services used:

Disabled Student Center very good

EOPS cooperative

Learning Center good - 2

Security Officers fair - they don't care

Happy with day care center

Library helpful

Tutoring is good

Respondent's Comments
for
Question #11

What is your overall impression of Santa Ana College?

Great - 2

Excellent

Super

Top rate

Good J.C.

Good for city college

Really good two year college

Excellent, for area

Very pleased

Love it!

Convenient

Teachers excellent

Really like the school

Well organized, friendly

Library not satisfactory, difficulty with class availability

Likes Fullerton better

Love it, outstanding teachers

Good quality, was exposed to many universities

Not coordinated

Improved in last two years

Friendly, comfortable

Caucasian student in minority

Likes integrated feeling

Instructors are good

Needs better parking

Could use some wider range of courses

Not very good - classes and teachers not good, have to teach yourself

No comparison to Orange Coast, they offer more classes

Better gym so can have team equipment

Need a cafeteria

Too crowded, teachers have no time for individual attention

Gearing classes to minority groups at expense of others, should have proficiency test as prerequisite

Respondent's Comments
for
Question #12

Are you aware that SAC offers a series of courses leading to an A.A. degree in Women's Studies?

It stinks, doesn't apply to Women's Studies

Women's History excellent

Question #13

Are you aware that SAC offers classes in Guidance especially for women?

It's a waste of money, could be co-ed

Question #14

Are you interested in taking classes designed especially for women?

Depends on subject - 9

If had time - 4

In future

Assertive training terrific, should last longer or be followed by another semester

Question #15

Are you interested in participating in any of the following types of seminars, services, and activities for women?

Auto Mechanics for women

Financial aid improvement information

Making people more aware of handicapped

Classes for women beyong age 45, not yet senior but considered over the hill

Sexuality (socially)

Interested in classes for women, but priorities are academic

Disappointed women's classes excluded this semester

Religious type seminars

Sessions to talk about problems

Business world for women

Women's Center

Seminars in learning to overcome discrimination toward others

Would take seminars except for conflict of classes - 3

Seminars about self defense

Seminars on self assertion very essential - 2

Respondent's Responses
to
Question #22

What is your occupation?

Clerical/Secretarial/Office work - 76
Sales clerk - 22
Accounting, bookeepping, payroll, bank teller - 19
Nursing aid, assistant, technician - 17
Teacher aid - 17
Waitress - 10
Fast food, grocery - 7
Cashier clerk - 7
Department supervisor, manager - 6
Library clerk - 4
Counselor - 3
Interpreter
Health worker
Landscape designer
Keypuncher - 2
Welder
Tutor - 2
Auditor
Electronics - 2
Jeweler
Outreach worker
Copywriter
Demonstrator
Customer Service Representative
Parade Aid
Usher
Artist
Picking strawberries
Computer programming - 2
Policy typing supervisor
Register operator
Word processing - document processing
Girls Club Director
Lumber
Peer recruiter
Temporary jobs
Maintenance
Administrative assistant
Archeologist
Dental assistant
Real estate broker
Child care, babysitting - 2
Insurance - 2
Veterinarian assistant
Nun
Paste up assembler
Housecleaning
Firewoman
Production worker
Crossing guard
Workstudy

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